ACADEMIC DISHONESTY, PSYCHOLOGICAL CAPITAL AND EMOTIONAL INTELLIGENCE AS PREDICTORS OF PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY STUDENTS

Synopsis

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INTRODUCTION

Students are the foundation stone of future society. Students with psychological difficulties have a myriad of problems that interfere with their ability to participate in their classrooms, including feelings of despair, exhaustion, problems with functioning, rumination, lack of sleep, and poor sleep quality. Students with good well-being will thrive in higher education. They are more likely to stay in a provider, academically succeed and enjoy themselves. Students with strong psychological well-being are able to participate in activities that interest them, have optimism about the future. Feelings of well-being are fundamental to the overall health of an individual, which allows the individual to successfully overcome difficulties and achieve what the person wants from life. Psychological well-being is beneficial for adults living a healthy life, which makes it an important aspect of life in the college years **(Molina, Castillo, & Queralt 2011).** School as a formal agency of education has certain goals usually referred as academic goals, practical goals concerned with meaningful living in a complex society along with a set of emotional and moral goals.

Well-being is important at college because college has an essential role to play in supporting students to make healthy lifestyle choices and understand the effects of their choices on their health and well-being**.** Childhood and adolescence is a critical period in the development of long-term attitudes towards personal well-being and lifestyle choices. The social and emotional skills, knowledge and behaviors that young people learn in the classroom help them build resilience and set the pattern for how they will manage their physical and mental health throughout their lives.

College is able to provide students with reliable information and deepen their understanding of the choices they face. They are also able to provide students with the intellectual skills required to reflect critically on these choices and on the influences that society brings to bear them, including through peer pressure, advertising, social media and family and cultural values. College life is not all about academics, games, and friends and fun in fact it is also about learning to interact with other people, being aware of the social issues inequities and learning to amend the prejudices present in our society. Education is all about empowerment. It is one of the most important factors for retarding and preventing global poverty. Academic dishonesty, psychological capital and emotional intelligence are closely related to psychological well-being.

ACADEMIC DISHONESTY

Academic dishonesty, academic misconduct, academic fraud and academic disintegrate are related concepts that refer to various actions on the part of students that go against the expected norms of a school, university or other learning institution. Academic misconduct is usually outlined in institutional policies. Therefore, academic dishonesty consists of many different categories of behavior, as opposed to being a singular concept. Other areas of student affairs, academic integrity also boasts of organizations that help students, faculty and staff of postsecondary institutions discuss and understand the values of academic integrity such as the International Centre for Academic Integrity (ICAI). Academic excellence is defined as a person's demonstrated ability to perform, accomplish, and excel in academic activities. Academic excellence is not limited to achieving good grades only, but academic excellence is characterized by its ability to achieve high grades and the ability to achieve unique performance among peers. So it can conclude that there is a inverse relationship between academic dishonesty and academic excellence. Academic dishonesty show the negative aspect of nature and on the other hand academic excellence show the positive aspect of nature and both of the aspect shows the inverse relation between each other.

Wang and Zhang (August, 2022) study conducted a survey to link personality traits (using the HEXACO model) and people's general attitudes towards the rule (i.e., "rule conditionality" and "perceived obligation to obey the law and rule") to academic dishonesty among 370 university students. Using correlation analysis and structural equation modeling, Results indicated that both personality traits and attitudes towards the rule significantly predicted academic misconduct.

Desmond et al., (2021) study examined whether self-efficacy mediates the relationship between religious commitment and academic dishonesty. Undergraduates of the University of Nigeria. Scale were used completed the Academic Dishonesty Scale (ADS), Religious Commitment Inventory (RCI-10) and New General Self-Efficacy Scale (NGSES) and also provided relevant demographic information. Results of statistical analysis indicated that religious commitment was negatively associated with academic dishonesty. Self-efficacy was also a partial mediation in the relationship

between religious commitment and academic dishonesty.

Study suggested that self-efficacy contributes to the pathways through which religious commitment influences academic dishonesty among students. Findings suggest that consideration of students' level of self-judgment on their ability to cope with academic demands may be an important target toward enhancing the influence of religious commitment in reducing academic dishonest behaviors among students.

Garcia and Herrera (2013) research has shown an increase in academic dishonesty in different educational systems and levels, and negative effects on the academic institution, society and the students themselves. In order to describe the differential perception of academic dishonesty by Spanish secondary school and university students, and to study its consequences on psychological well-being, comparisons between two groups of students from secondary education and university were carried out, using measures of the perception and execution by others of dishonest behavior, as well as psychological well-being and satisfaction with life and learning. University students revealed greater laxity of conscience, considering dishonest behavior to be less serious and more common than secondary school students, and indulging in more dishonest behavior themselves.

Research also showed greater spiritual, personal, community and environmental well-being, and greater satisfaction with learning. However, transcendental spiritual well-being was greater in the group of secondary education students. Academic dishonesty was associated with satisfaction with learning in both groups, and with satisfaction with life in secondary education. Measures of spiritual well-being were greater in the group of secondary education students, being linked to transcendental well-being only in the group of university students. No gender differences were observed in any of the variables.

Joseph (2011) conducted study to describe the relationship between the components of emotional intelligence and potential academic cheating among senior secondary school students in Ondo State Nigeria. Sample of 180 (90 male and 90 female) Senior Secondary School were selected. Data obtained from study were analyzed using Pearson product moment correlation and multiple linear regressions.. Results show that there is an inverse significant relationship between emotional intelligence and potential for academic cheating. There was a significant relationship between

subscales of emotional intelligence and potential for academic cheating. Collectively, emotional perception, emotional integration, emotional understanding and emotional management accounted for 58.6% of the variance in academic cheating. Emotional management represents the most important role to reduce academic cheating (-.462). On the other hand, emotional understanding and emotional perception are also important to reduce academic cheating.

Hassan and Ogunmakin (2010) conducted a study in which three hundred (300) respondents selected through a multi-stage stratified random sampling procedure were use for study. Four validate instruments were used for the collection of data. There were: (i) emotional intelligence scale (ii) academic self efficacy scale, (iii) a living situation scale designed to measure academic stress, and (iv) examination reaction scale designed to measure potential for academic cheating. Result shows that emotion intelligence, academic self-efficacy, and academic stress combined to predict academic cheating of university students. 25% of the total variance found in academic cheating. Academic stress contributed the highest variance in the prediction of academic cheating. Both the emotional intelligence and academic self-efficacy scales made very little contribution to the variance predictive of academic cheating.

PSYCHOLOGICAL CAPITAL

Psychological capital is the positive psychological state of evolvement of an individual that is characterized by: (1) being confident (efficacy) to continue and the ability to make the necessary effort to achieve and succeed in challenging tasks; (2) making a positive attribution (optimism) of achievement in the present and in the future; (3) deterministic towards the goals and, when necessary, generate other ways towards the goals (hope) to achieve them; and (4) when surrounded by problems and adversities, coping with and bouncing beyond all that (resilience) to achieve success (Luthans & Youssef, 2004). Over the last decade the development of positive psychological resources, such as psychological capital and emotional intelligence has received increased attention from academics and managers as well as higher education institutions which have attempted to address them in university curricula.

Loghman et al., (June 2022) study most rigorous meta-analysis undertaken to date of empirical literature examining antecedents and outcomes related to psychological capital (PsyCap), and

moderators of these relationships. Study investigated seven leadership styles as antecedents of psychological capital (authentic, ethical, servant, empowering, transactional, transformational, and abusive leadership), five outcomes (burnout, turnover intentions, work engagement, performance, and satisfaction), and the impact of four moderators (country of sample origin, cultural characteristics, industry type, and research design). Analysis of psychological capital research (2007–2020) examined 244 studies (254 independent samples and over 96000 participants), which is over twice as large as previous psychological capital meta-analyses. Study found that empowering, servant, transformational, and transactional leadership were all positively associated with psychological capital, with empowering and transformational leadership being the strongest antecedents of psychological capital and abusive and transactional leadership being the weakest. Findings demonstrated psychological capital was positively associated with work engagement, and negatively associated with burnout.

Costa et al., (2021) conducted a study to examine the effectiveness of an educational intervention built upon the experiential learning model and positive psychology aimed at increasing management students' psychological capital and emotional intelligence during higher education. It also analyses how emotional intelligence influences psychological capital and how both affect student's academic performance measured by self-reported grade point average (GPA). A field experiment was used employing a quasi-experimental design with a pre-test-post-test and a control group. Results confirmed the effectiveness of the educational intervention in increasing management students 'psychological capital and further influencing academic performance however, the intervention was less effective in increasing students overall emotional intelligence.

Simsek and Aktas (2016) conducted a study wherein the purpose of the investigation was to examine the interaction between emotional intelligence and psychological capital by employing a quantitative approach of scientific inquiry. A demographic data sheet, Psychological Capital Questionnaire and Emotional Competence Inventory had been implemented. Correlation and Multiple Regression techniques were conducted. Significant results revealed that Psychological capital and emotional intelligence were significantly associated. The correlation between Psychological capital and Emotional intelligence is ($r=.540$, $p\leq.01$). Sub factors of Emotional intelligence, social awareness and

self-awareness, explained 28.8% of the variance on Psychological Capital. Students, creating and fortifying such capacities can promote psychological well-being of students.

Pradhan et al., (2016) examine the role of emotional intelligence (EI) towards nurturing citizenship behavior. The purpose of the study is set to investigate the relationship of psychological capital on organizational citizenship behavior and whether the construct of emotional intelligence plays a role in moderating the relation-ships between psychological capital and organizational citizenship behavior. Examined employed professionals identified through convenience sampling (N = 212) in Indian manufacturing and service industries. After establishing the psychometric properties of the scales, hypotheses were tested through structural equation modeling. Results show that psychological capital is positively related to organizational citizenship behavior. Study's major hypothesis that emotional intelligence moderates the relationship between psychological capital and organizational citizenship behavior was also supported. Emotional intelligence, psychological capital and organizational citizenship behavior are closely related to each other.

Nathan and Smith (2003) conducted a study where in students at a medium-size state university in the Southeast was surveyed regarding their attitudes and behaviors about learning. Three hundred and forty-five students (52.8 percent) indicated they had never committed any acts of academic dishonesty. Students who possessed an "academic ethic" were less likely to commit acts of academic dishonesty and earned higher grade point averages. Result suggest that variety of factors including sex, grade point average, race, social class, fraternity ,sorority membership, major, paid employment, and those variables associated with the academic ethic were assessed for their influence on academic dishonesty. The more students watch television and the more they participate in student clubs or groups, the more likely they are to commit acts of academic dishonesty. Psychological capital and need for cognition predict 56% psychological capital of the student-athletes positively influenced school satisfaction and psychological well-being. Psychological capital variables were significant predictors of psychological well-being.

EMOTIONAL INTELLIGENCE

Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. Emotional intelligence is generally said to include a few skills: namely emotional

awareness, or the ability to identify and one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which Includes both regulating one's own emotions when necessary and helping others to do the same. "Emotion regulation" is a term generally used to describe a person's ability to effectively manage and respond to an emotional experience. People unconsciously use emotion regulation strategies to cope with difficult situations many times throughout each day. Most of us use a variety of emotion regulation strategies and are able to apply them to different situations in order to adapt to the demands of our environment. People with high emotional intelligence are better able to control their emotions in social situations, which leads to better outcomes for stress management, conflict resolution, and relationship satisfaction. The way in which a person can enhance their emotional intelligence and interpersonal emotion regulation is through mindfulness techniques.

Ardenghi et al., (September 2022) investigation was to association emotional intelligence (EI) and attachment security (AS) with empathy dimensions in medical students by examining the mediating role of emotional intelligence. A cross-sectional design, the Interpersonal Reactivity Index (IRI), the Emotional Quotient Inventory (EQ-i), the Attachment Style Questionnaire (ASQ), and demographic questions were administrated to second-year medical students of two medical schools in Northern Italy. 253 medical students (56.13% female), aged 19–29, participated in study.

Security positively correlated to Empathic Concern ($r = 0.17$, $p = 0.008$) and Perspective Taking ($r = 0.24$, $p < 0.001$), and negatively to Personal Distress ($r = -0.33$, $p < 0.001$). Individuals with the same level of attachment security and a higher score on Emotional Quotient Inventory had a higher score ($\beta = 0.072$, $p = 0.033$) on empathy latent factor (at the basis of Empathic Concern and Perspective Taking) and a lower score ($\beta = -0.290$, $p < 0.001$) on Personal Distress than those with a lower Emotional Quotient Inventory score. Study shows that emotional intelligence completely mediated the relationship between attachment security and empathy dimensions among medical students.

Usman et al., (2021) performed a study to empirically examine the effect of knowledge sharing and trust on psychological capital and emotional intelligence (EI). The study also investigates the relationship between psychological capital and EI on organizational excellence. The role of gender as

a moderator is examined in these relationships. The survey data were collected from 792 faculty members from three premier higher educational institutions from the southern part of India. After checking the psychometric properties of the survey instrument, data were analyzed using hierarchical regression.

The results obtained demonstrate that (a) knowledge sharing is significantly and positively related to psychological capital and EI, (b) trust is significantly and positively related to psychological capital and EI, (c) psychological capital and EI are significantly and positively related to organizational excellence and (d) gender moderated the relationship between (a) knowledge sharing and psychological capital, (b) knowledge sharing and EI, (c) trust and psychological capital, and (d) trust and EI.

Malinauskas and Malinauskiene (2020) examine the emotional intelligence (EI), which has received increased attention from scholars over the past few decades. Utilized a quantitative longitudinal approach to attain the objective of understanding the correlation between emotional intelligence and psychological well-being. A sample consisting of only male students was in a process that was guided by specific criteria. The study reveals that student's emotional intelligence correlates positively with perceived social support and well-being at each time and across times. Negative relations are found between perceived stress and well-being at each time and across times. Findings reported that perceived social support partially mediates the longitudinal association between emotional intelligence and psychological well-being. Specifically, perceived stress does not mediate the longitudinal association between emotional intelligence and psychological well-being.

Bustamante et al., (2019) conducted an investigation which aimed to analyze the association between of the dimensions of emotional intelligence (attention, clarity, and repair) and different levels of perceived happiness (low, medium, and high) in adolescents. The sample consists of 646 students in the first, second, third, and fourth years of Secondary Education, 47.5% females and 52.5% males, between 12 and 17 years of age. The instruments used were the Spanish version of the Trait Meta Mood Scale-24 Questionnaire to measure perceived emotional intelligence and the Oxford Happiness Questionnaire. Multinomial logistic regression analysis and receiver operating characteristic (ROC) curve analysis were performed.

The results suggest that as the capacity of understanding and regulation of emotional intelligence increases, happiness also increases. Adolescence is seen as an ideal time in life to encourage the development of emotional capacities that contribute to the greater happiness of individuals. Study stresses the need to carry out practices leading to improvements in the adolescents' emotional intelligence and therefore increase their happiness and emotional well-being.

Ahmedi et al., (2014) performed a study wherein the aim was to study the effect of emotional intelligence on psychological well-being of 800 employees in 70 branches of Mehr Eqtesad Bank in Tehran, Iran. The minimum number of sample size was determined as 260 people. Distributed 300 questionnaires among respondents (Random Sampling) . The results of study show that emotional intelligence has a significant positive impact on psychological well-being of employees.

Costa et al., (2013) conducted a study in which they examined the role of perceived emotional intelligence as a predictor of life satisfaction and mental health. The investigators explored the unique contribution of EI dimensions (Attention, Clarity and Repair) on individuals' psychological well-being, after controlling for the influence of general self-efficacy and socio-demographic variables (age, gender and culture).

Data was collected from a sample of 1078 Spanish, Mexican, Portuguese and Brazilian undergraduate students (M age = 22.98; SD = 6.73) and analyzed using hierarchical multiple regressions. Results indicated that overall EI dimensions (especially Clarity and Repair) accounted for unique variance on psychological well-being above and general self-efficacy and socio-demographic characteristics. Findings provide additional support for the validity of perceived EI, and suggest that EI components contribute to important well-being criteria independently from well-known constructs such as self-efficacy.

Landa et al., (2010) conducted a research to study relationships among emotional intelligence (EI), personality traits, and psychological well-being among undergraduates. In addition, the predictive capacity of EI and personality traits was analyzed. Results showed that low scores in neuroticism and high scores in extraversion are the dimensions of personality most related to all the psychological well-being scales, and also the best predictors of psychological well-being.

Furthermore, high scores in clarity and emotional repair were found to be two consistent predictors

for all the scales of psychological well-being, after controlling for personality factors. These results confirm the prognostic significance for Emotional intelligence on psychological well-being.

Salami (2010) to examine how emotional intelligence, self-efficacy, and psychological well-being contribute to students' behaviors and attitudes. Two hundred and forty-two students from a college of education, in Kwara State, Nigeria responded to a set of questionnaires consisting of measures of emotional intelligence (EI), self-efficacy, psychological well-being and students' behaviors and attitudes. Results showed that Hierarchical regression analyses conducted for each dependent variable that emotional intelligence, self efficacy, happiness and life satisfaction over and above depression predicted students' behaviors and attitudes. Study also suggest that there is a need to emphasize positive psychology in improving elements in students proactively rather than retroactively trying to solve problem that emerge in order to improve the quality of higher education.

PSYCHOLOGICAL WELL-BEING

Psychological health of the individual depends on positive functioning in certain aspects of life. Well-being is one of the most important goals which individuals as well as societies strive for. Psychological well-being is the subjective feeling which includes fulfillment, happiness, satisfaction with life's experiences and one's role in the word of work, utility, belongingness, and dissatisfaction. These things are difficult to assess objectively, therefore the emphasis is on the term "subjective" well-being is given. It may be well maintained in adverse circumstances and conversely, may be lost in favorable situation. It is related to but not dependent upon the physical and psychological condition. The term psychological well-being includes life satisfaction, efficiency, sociability, mental health and interpersonal relations.

Life satisfaction is an act of satisfying, or the state of being satisfied; gratification of desire; contentment in possession and enjoyment; repose of mind resulting from compliance with its desires or demands.

Efficiency the comparison of what is actually produced or performed with what can be achieved with the same consumption of resources (money, time, labour, etc.) The quality of being efficient or producing an effect or effects; efficient power; effectual agency.

Sociability is a relative tendency or disposition to be sociable or associate with one's fellows. The

quality or state of being sociable; also the act or an instance of being sociable.

Mental health is a term used to describe either a level of cognitive or emotional well-being or an absence of a mental disorder.

Interpersonal relations are an association between two or more people that may range from fleeting to enduring. This association may be based on limerence, love and liking, regular business interactions, or some other type of social commitment.

Golparvar and Enayati (September 2022) study aimed to investigate the relationship between affective-collective investments with psychological wellbeing among nurses due to the mediating the role of affective capital. Correlation study conducted in Amin hospital in Isfahan city. 218 nurses from the hospital entered the study. Data were collected by affective-collective investment and affective capital questionnaires and psychological well-being scale. Data were analyzed using Pearson correlation coefficient and structural equation modeling. The results revealed that there is a positive significant relationship between affective-collective investment with affective capital and psychological wellbeing ($p < 0.01$). Results of structural equation modeling and mediation analysis indicated that affective capital is a complete mediator on the relationship between affective-collective investments with psychological wellbeing.

Garg and kamboj (2021) purpose of study was analyzing the extent to which intrinsic factors like emotional intelligence and resilient character traits impact the psychological well-being of school teachers. It prominences the mediating role of resilient character traits in the relationship between emotional intelligence and psychological well-being of teachers. Cross-sectional survey study recruits a sample of 200 school teachers across the state of Haryana, India, with the help of a convenience sampling technique.

The findings from parallel multiple mediation indicate perseverance as a significant mediator and predictor of psychological well-being among factors of resilient traits, and self-reliance emerges as an inconsistent, yet significant mediator in the relationship between emotional intelligence and well-being of teachers. The direct effect of emotional intelligence on psychological well-being also emerged as statistically significant. Additionally, the female school teachers show higher emotional intelligence and resilience as compared to the male school teachers.

Amini, Yailagh and Hajiyakhchali (2020) conducted a work of body which aimed to investigate the causal relationship of psychological capital with psychological mediated by well-being and academic performance with social capital mediation. The sample was 285 male and female students of Shahid Chamran University of Ahvaz, who were selected by a multi-stage random sampling method .The model evaluation was made by the path analysis method. The social capitals to psychological well-being, social capital to academic performance paths were also significant. But the path of psychological capital to academic performance was not significant.

The indirect paths of psychological capital to psychological well-being and academic performance, through social capital, were not significant. Thus, psychological capital and social capital on students' psychological well-being and academic performance can provide the necessary ground for designing and implementing intervention programs to promote students' healthy behaviors.

Yaghoobi et al., (2019) research focused on the psychological well-being are important tasks for directors and educational system professionals. Psychological well-being has always attracted psychologists' attention, in scientific environments. The purpose of the investigation was the explaining of Psychological Well-being based on Mindfulness, Need for Cognition and Psychological Capital in the students. Research method was descriptive-correlation. Students 375 were selected by multiple cluster sampling method using Krejcie and Morgan table. The data was analyzed with Pearson correlation and multivariate regression using. Results showed that Psychological Well-being had a significant positive correlation with Psychological Capital.

Koller and Hicks (2016) purpose of the investigation was to examine the psychological qualities and experiences of 56 Australian mental health professionals and compare these qualities with those of a general working group sample of 78 respondents, in regard to the similarities and differences demonstrated in psychological capital, positive psychological well-being, coping strategies, and mental health (depression, anxiety and stress) characteristics .Results of the Australian mental health workers in the investigation scored significantly higher on positive psychological capital attributes of optimism and goal-directed hope; significantly higher on psychological well-being (especially in valuing personal growth, and environmental mastery); and they scored significantly higher in the ability to use emotional coping effectively.

They scored similarly to the general workplace sample on the depression, anxiety and stress scales; and similarly on active coping strategies. Conclusions were that those mental health workers continuing in the profession generally have high psychological well-being, provide a positive environment for their clients through their "psychological capital" emphasizing optimism and hope, and they deal with their own pressures through positive emotional coping.

Singh and Mansi (2009) conducted a study in which research focused on psychological well-being is the subjective feeling of contentment, happiness, and satisfaction with life's experiences. It may be maintained in adverse circumstances and conversely may be lost in favorable situation. Work was done on a selected sample of 250 students having age range from 18 to 25. Four questionnaires were administered namely P.G.I. Health Questionnaire, Optimistic-Pessimistic Attitude Scale, Self–Efficacy Scale and Locus of Control.It has been observed in the findings that positive self-efficacy, optimistic attitude and locus of control affect the well being in a meaningful way. Finding of study is psychological well-being was closely related to subjective feeling of contentment, happiness, and satisfaction with life's experiences.

JUSTIFICATION OF THE STUDY

In this 21st century, there are many problems that students are facing in college life like tension, stress, fatigue, depression, etc. Different factors affect students' lives like lack of satisfaction, sociability, mental health and interpersonal relationship of students such as hope, efficacy, resilience, optimism etc. Achievement in students' lives depends on their psychological capital and emotional intelligence because those students who have positive balance in emotions and psychological satisfaction reflect their achievements in a balanced form. Here, Psychological capital means inner qualities of students such as self-worth, self-efficacy, hope, resilience and optimism. In society there are many types of students-some students are more stressful, some are less, some are high achievers and some are low achievers. Some take the stress in a healthy way and some get depressed very soon. In such situations, it has become important to understand students' positive and negative traits.

In these times, it is noticed that students show dishonesty in their academic lives like cheating behaviors, disobedient behaviors and irregularity with academics which show a negative behavior towards the institutes and themselves. Therefore, the objective of this research is to study the inter-

relationship between academic dishonesty, psychological capital, emotional intelligence and psychological well-being among university students. The main purpose of this study is to find out the contribution of academic dishonesty, psychological capital, and emotional intelligence on psychological well-being.

METHOD

PROBLEM

To study the inter-relationship between Academic Dishonesty, Psychological Capital, Emotional Intelligence and Psychological Well-being among University Students.

CONCEPTUAL FRAMEWORK

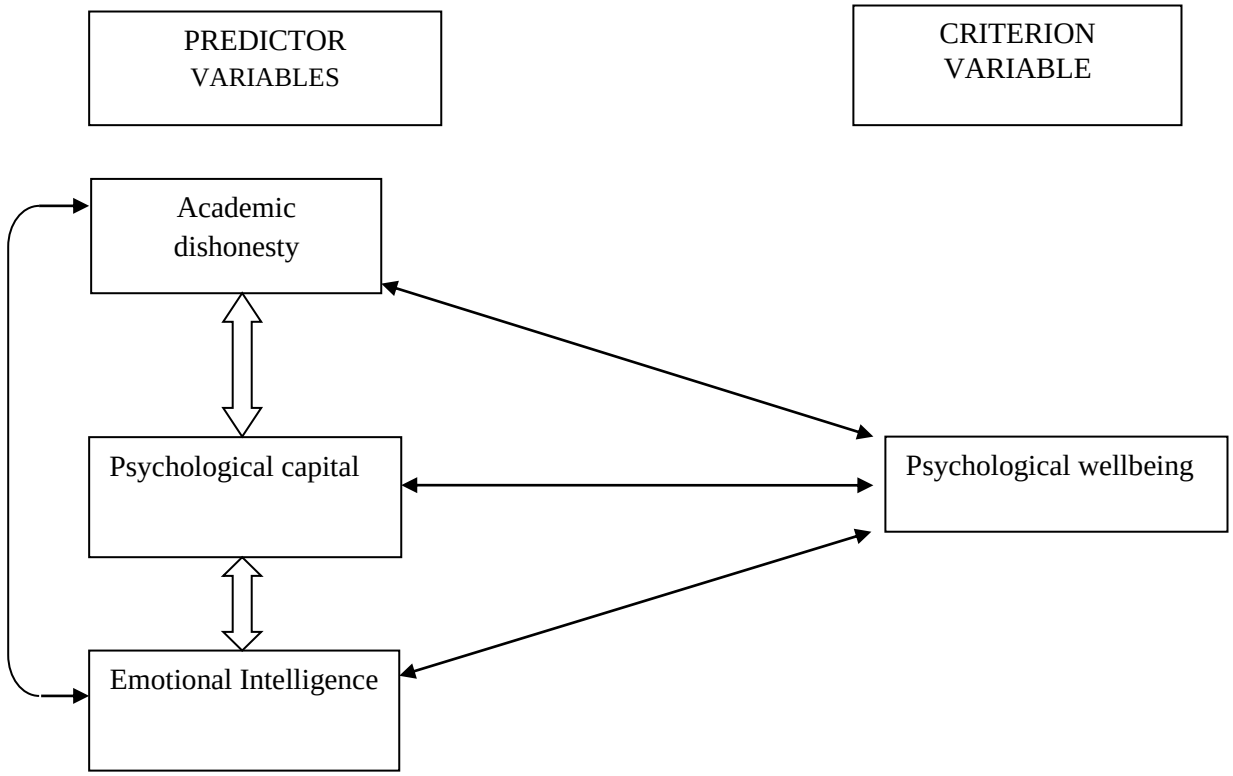

Fig. 1 Conceptual Framework

Conceptual framework is showing the contribution of academic dishonesty, psychological capital and emotional intelligence on psychological well-being and also showing the interconnection among the predictors.

OBJECTIVES OF THE STUDY

- To study the relationship of Psychological Well-being with Academic Dishonesty, Psychological Capital and Emotional Intelligence among University Students.

- To study the relationship of Academic Dishonesty with Psychological Capital and Emotional Intelligence among University Students.
- To study the relationship between Psychological Capital and Emotional Intelligence among University Students.
- To find out the relative contribution of Academic Dishonesty, Psychological Capital and Emotional Intelligence in determination of Psychological Well-being among University Students.

HYPOTHESES OF THE STUDY

- Psychological Well-being would be positively related with Psychological Capital, Emotional Intelligence and negatively related with Academic Dishonesty among University Students.
- Academic dishonesty would be negatively related with Psychological Capital and Emotional Intelligence among University Students.
- Psychological capital would be positively related with Emotional Intelligence among University Students.
- Contribution of Psychological Capital would be most remarkable as compare to that of Academic Dishonesty and Emotional Intelligence in determination of Psychological Well-being among University Students.

OPERATIONAL DEFINITION OF THE TERMS

ACADEMIC DISHONESTY

Academic dishonesty refers to committing or contributing to dishonest acts by those engaged in teaching, learning, research, and related academic activities, and it applies not just to students, but to everyone in the academic environment. Academic dishonesty is a multifaceted and pervasive global phenomenon (Alleyne & Phillips, 2011).

PSYCHOLOGICAL CAPITAL

Psychological capital is defined as “an individual’s positive psychological state of development” (Luthans et al., 2007). There are six dimensions of psychological capital such as: Self-worth, Self-efficacy, Resilience, Self-conscious, Positive attitude and Hope.

EMOTIONAL INTELLIGENCE

Emotional intelligence refers to the mental processes involved in the recognition, use understanding, and management of one's and others' emotional state required in solving problems and regulating behavior (Ciccarelli & meyer, 2006).

PSYCHOLOGICAL WELL-BEING

The term psychological well-being (PWB) connotes a wide range of meanings, usually associated with wellness. Wellness means " as not sick, as an absence of anxiety, depression or other forms of mental problems." Psychological wellbeing has five aspects of well-being i.e. Life satisfaction, Efficiency, Sociability, Mental health, and Interpersonal relations. (Bhogle & Prakash, 1995).

SAMPLE

This study would be conducted through stratified sampling on university students. Sample selected from the various universities (Dayalbagh Educational institute, Dr. Bhimrao Ambedkar University – RBS college and ST. John's college) of Agra city. The sample consisted of 362 university students whose age group ranged from 18 to 25 years. The sample size of 362 was categorized into 2 groups i.e. 145 male and 217 females. This sample size would be selected with the help of the formula

$$n = \frac{\mathrm{N}}{1+Ne^2}$$

N = Population

n = Sample size

e = 0.05 (error)

Table -1 Sample Description

Category	Population	Percentage	Sample
Male	1521	40%	145
Female	2254	60%	217
Total	3775	100%	362

DESIGN

In present research, a correlation design will be used to study the relationship between academic dishonesty, psychological capital, emotional intelligence and psychological well-being among university students. Descriptive research would be used.

VARIABLES

PREDICTOR VARIASSBLES

- Academic Dishonesty
- Psychological Capital
- Emotional Intelligence

CRITERION VARIABLE

- Psychological Well-Being

CONTROL VARIABLE

- Age- 18 to 25 years
- Subjects, undergoing any mental and psychological treatment (as per declared by practitioner) will be excluded from the sample.

TOOLS USED

ACADEMIC DISHONESTY SCALE

This scale was developed by Bashir and Bala in 2017. It contains 22 item on 5 point scale- 1-strongly disagree 2-disagree 3- neutral 4-agree and 5-strongly agree. Cranach's alpha reliability was 0.621-0.731. The construct validity of scale was 0.70.

PSYCHOLOGICAL CAPITAL SCALE

This scale developed by Rani and Chaudhary (2018) was used to measure psychological capital among the participants. This scale is applicable to use on senior secondary and college student. It contains 34 items and 4 dimensions namely – hope efficacy, resilience and optimism. The test –retest reliability was 0.342 and spilt-half reliability was 0.643.Construct validity was found in this scale. The correlation coefficient between the dimensions of PCAS ranged from 0.287 to 0.411. So the high significant correlation shows that the subscales have high validity.

EMOTIONAL INTELLIGENCE SCALE

This scale developed by Singh and Narain (2014) was used to measure emotional intelligence among the participants. It contains 31 item and 4 dimensions namely - understanding emotions, understanding motivation, empathy, and handling relations. The test-retest reliability was 0.86 and in terms of

validity, its concurrent validity is 0.86.

PSYCHOLOGICAL WELL-BEING SCALE

Psychological Well-Being Scale developed by Sisodia and Choudhary (2012) is used to measure psychological well-being among the participants. It contains 50 items measuring five dimensions (subscales) of well-being i.e. Life satisfaction, Efficiency, Sociability, Mental health, and Interpersonal relations. Each subscale has 10 items, each item with the five-point response category ranging from strongly agree to strongly disagree. High score indicates high psychological well-being. Norms for the scale are available for all the age groups. For the total well-being score, the internal consistency reliability coefficient reported to be 0.90 and the test-retest reliability reported to be 0.87 for the normative sample. Face validity as all the items of the scale are concerned with the variable under focus, the high content validity. The scale was validated against the external criteria and coefficient obtained was 0.94.

ANALYSIS OF DATA

Data would be analyzed by using the Product Moment Correlation Coefficient, Step wise Multiple Regression, Factor Analysis and SEM (Structural Equation Modeling). Analysis will estimate the relative contribution of predictors variable (academic dishonesty, Psychological Capital and Emotional Intelligence in the prediction of criterion variable (Psychological Well-Being).

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